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17. ABSTRACT (MAX. 250 WORDS)

The EAGLE Program at Wanamaker Junior High School in Philadelphia is based on the assumption that human behavior can be modified. Cultural enrichment of disadvantaged children should thus effect a change in the aspirational, achievement, and adjustment patterns which they tend to follow. Aims of the program are to provide educational, cultural, and social experiences for pupils and their parents; to strive constantly for improvement in pupil Achievement; to assist pupils to take advantage of opportunities for personal Growth; to interpret teaching as a continual Learning process; and to accept Excellence as the ultimate goal of educational effort. The outline which is included is an attempt to sketch general areas in which the objectives of the Eagle program may be implemented. Included are suggestions regarding school organization, school personnel, school services, parents, pupils, community organizations, emphases in school programs, and coordination and evaluation of the programs. Also included are considerations of some physical, service, and program needs which should be met for greatest effectiveness in implementing the program.

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FORD FOUNDATION PROJECT
GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
SCHOOL-COMMUNITY CO-ORDINATING TEAM
PHILADELPHIA, PENNSYLVANIA

EAGLE PROGRAM

John Wanamaker Junior High School
11th Street and Columbia Avenue
Philadelphia 22, Penna.

ED001018

THE EAGLE PROGRAM - FORD FOUNDATION PROJECT

"....satisfieth thy mouth with good things; so that thy youth is renewed like the eagle's." (Psalms 103:5)

"Train up a child in the way he should go and when he is old he will not depart from it." (Proverbs 22:6)

The process of education, as an organized effort to assist learners to acquire knowledges, skills, attitudes, appreciations and understandings for self and societal improvement, is based on the assumption that human behavior can be modified. This project is directly related to the fulfillment of this assumption. The belief that changes can be affected in the aspirational, achievement and adjustment patterns which youth tend to follow under conditions of cultural deprivation is fundamental to the Ford project. The Eagle Program at Wanamaker Junior High School is an attempt to identify individual pupil capacities and talents, to motivate parents and pupils to seek higher personal goals and to provide experiences which will tend toward more enriched living and achievement. The program will seek to involve the total school staff, special school services, parents and community groups. Success can only be assured through intelligent planning, faith of those engaged in the project that change can be accomplished, and enthusiasm for working as a team guided by clearly defined objectives.

There are five objectives for the Eagle program in the Ford Foundation Project. (For ease of relationship the letters of the word "EAGLE" are used.)

1. To provide educational, cultural and social Experiences for pupils and their parents which should lead to increased interest and participation in the lift of the school and the community.
2. To strive constantly for improvement in pupil Achievement in basic skills and academic learning.
3. To assist all pupils to take advantage of every available opportunity for personal Growth. To seek new opportunities to achieve this purpose through the use of school staff, school services, community organizations and parent groups.

4. To interpret teaching as a continual Learning process whereby the teacher is always on the alert for new and better methods of instruction. To foster experimentation within a framework of appropriate educational practice.
5. To accept Excellence as the ultimate goal of educational effort. To help pupils determine standards of self-discipline and to develop efficient work habits. To assist parents in raising their own aspiration levels so that they provide home conditions which would support the work of the schools. To encourage inspirational and effective teaching in every classroom.

The outline which follows is an attempt to sketch general areas in which the objectives of the Eagle program may be implemented. It was developed out of the summer workshop experiences of the Wanamaker Junior High School Ford Project team. Although the outline offers a comprehensive proposal, it is not intended to be restrictive. The outline should be considered as suggestive of the initial direction for our combined efforts. It should be constantly evaluated as we move into its use. Modifications, additions and deletions should be made as we discover more effective ways for reaching the specific goals which have been accepted. All personnel, teachers, pupils and parents, directly concerned with this project should feel obligated to offer constructive suggestions during any phase of our work in the project. Only as we bring our individual talents and creative ideas to this job can we expect to accomplish real gains in improving learning and living for each pupil in our school.

WANAMAKER EAGLE PROGRAM IN THE FORD PROJECT

A. Regarding School Organization

1. Faculty meetings

a. Additional faculty meeting time

b. Orientation meetings

(1.) General Faculty

(a) Ford project team

(b) Consultants associated with project

(c) Consultants from school and community services

(2.) Departmental meetings

(a) Intra-department enrichment planning

(b) Inter-department coordination

c. Faculty planning committees

(1) Eagle Program Coordinating Comm.

(2) Advisory

(3) Professional

(4) Health

(5) Social, welfare

(6) Publicity

(7) Accelerated group planning

(8) Language Arts

(9) Community

2. New staff services

a. Language laboratory teacher

b. School-Community Coordinator

c. Teacher - aide

d. Project teacher - aide

e. Language arts coordinator

3. New pupil services

a. Wanamaker library

b. Special testing program

c. Tutoring plan

B. Regarding School Personnel

1. Orientation

a. Faculty meetings - group, departmental

b. Project team panels

c. Consultants

d. Demonstrations, workshops

e. Exhibits

f. Audio-visual aids

2. Participation

a. Improvement in teaching skills

(1) Relationship of Language laboratory teacher, project teacher-aide, language arts collaborator, faculty planning committees, Wanamaker teacher-aide.

(2) Departmental planning - curriculum guides, enrichment experiences, use of audio-visual aids.

(3) Professional library

b. Understanding of pupil, his home and community

(1) Teacher-counselor relationships

(a) Counselors' relationship to individual pupils and teachers

(b) Counselors' relationships to project

(2) Teacher-School-Community Coordinator relationships

(a) Advisory function - dual direction

(b) Referral function

(c) Service function

(3) Teacher - parent relationships

(a) Classroom visitations

(b) Teacher-parent conferences

(c) Teacher participation in parent workshops, home and school activities, parent study groups.

(4) Teacher - pupil relationships

(a) Use of available school records

(b) Administration and use of testing instruments - school testing program and project testing program.

(c) Use of child-study techniques.

(d) Socio-metric approach to individual relationships with others in group situations.

(e) Planned activities which can reveal talents, special abilities and needs of particular pupils.

(5) Teacher-community relationships

(a) Participation in community planned activities and events.

(b) Participation in community organization-study groups, planning committees, special workshops

(c) Attendance at city-wide conferences related to problems affecting the work of our school.

c. Classroom emphases

(1) Effective classroom management

(a) Awareness of physical conditions - ventilation, lighting

(b) Specifics of classroom routine

(c) Class sense, speech, pupil movements

(2) Classroom climate as an aid to learning

(a) Importance of personal example

(b) Attractive arrangement of materials and displays

(c) Sympathetic understanding attitude toward each pupil

(3) Curriculum concerns

(a) Familiarity with and use of guides

(b) Adjustment of curriculum to needs of particular pupils

(c) Relation of test results to adjustments in teaching

(d) Teacher-pupil planning

(e) Enrichment experiences

(f) Relation of language arts to all subject areas

(g) Home work expectations

d. Particular teacher talents and skills

(1) Survey of "fugitive" talents of faculty members.

(2) Use of teacher special abilities

(a) Classroom enrichment

(b) Parent workshops

(c) Faculty professional relationships

C. Regarding School Services

1. Counseling services -

a. Responsibility for securing information from social agencies

b. Need to involve counselor in arranging for family guidance when needed

2. School Extension

a. Weekly parent study group

b. Wanamaker evening school

3. Audio-visual education

a. Film-strip library

b. Projectors available - (Scheduling)

(1) Filmstrip

(2) Motion picture

(3) Opaque

c. Tape recorder

d. Record player

4. Educational Research

a. Use of regular testing program

b. New testing instruments

(1) Large-Thorndike (grades 4 and 6)

(2) Iowa (grades 4 and 6)

c. Self-appraisal program (Junior high school only)

5. Music Education

a. Development of school orchestra

b. School Chorus

c. Special music experience opportunities

6. Art Education

a. Art enrichment experimentation

b. Art exhibits and demonstrations

c. Art exhibition opportunities

d. Art talent clubs

7. Medical services

a. Nurse to serve as health consultant and referral agent for parents

b. Appraise in detail the health needs of the school and the community

c. Develop a complete local community health facilities directory

8. Commercial Education

a. Coordination of banking program with JBT.

b. School-work program

9. Library service

a. Pupil book fair

b. Parent lending library

10. Radio and Television

a. Use of programs for enrichment

b. Participation of pupils on programs.

D. Regarding Parents

1. Orientation

a. Home and school association

(1) Team panel at meetings

(2) Consultants as speakers, advisors, demonstrators

(3) Use of school personnel as co-workers in planning and carrying out activities.

(4) Home and school newspaper

b. Direct contacts

(1) School community coordinator

(2) Written notices

(3) Workshops

2. Participation

a. Operating committees.

(1) Health

(2) Social

(3) Welfare

(4) Community improvement

(5) School enrichment

(a) Special parent talent survey - to assist as consultants in classroom, to form talent groups among parents.

(b) Pupil escort service.

b. Involvement in school service

(1) Assist pupils at dental clinic (at Wanamaker)

(2) Assist school nurse and doctor during immunization program

(3) Assist individual teachers with class projects.

c. Attendance at school and community programs.

(1) Parent workshops

(2) Evening school program

(3) School visitation opportunities

(4) Community agency conferences

(5) Community agency study groups

(6) Neighborhood teas and social activities

(7) Parent discussion groups (i.e. Sch.Ext.,H. & S. Council)

d. Assist in organizing and administrating projects planned with and for parents.

(1) Lending library for parents

(2) Special talent groups (i.e. chorus, book clubs.)

E. Regarding Pupils

1. Orientation

a. School assemblies

(1) Team panel presentation

(2) Guest speakers - school system consultant.

b. Student government -presentation of program at regular officers meeting.

c. Poster publicity throughout school.

d. Accelerated classes

(1) Meeting of pupils from accelerated classes

(2) Meeting of pupils and their parents in acc.classes

(3) Advisory-class discussion.

e. School newspaper

(1) Articles dealing with major aspects of program

(2) Statements from key team personnel

f. Inter-communication system

(1) Announcements regarding specially planned meeting

(2) Announcements of activities related to program.

2. Participation

a. Student government

(1) Committee organization

(a) Health Committee

(b) School Service

(c) School Improvement

(d) Community Improvement

(e) Social Activities

(2) Student aides

(3) Representation on appropriate faculty, parent and community committees

b. Club Program

(1) Special interest groups (i.e. chorus, dramatics)

(2) Cultural offerings (i.e. art, music, Negro history)

c. School assemblies

(1) Panel discussions

(2) Speakers and consultants

(3) Shared culminating experiences of classes.

d. Classroom activities

(1) Discover and use particular pupil talents

(2) Pupil-teacher planning activities

(3) Increasingly allow pupils to assume responsibility for class morale

(4) Class planning of trips for cultural experience

(5) "Youthbuilder" techniques (social-action)

(6) Develop check lists for pupil to measure their own growth.

e. Activities in the community

(1) School programs shared with neighboring schools

(2) School programs shared with other secondary schools

(3) Programs shared with local community organizations

(4) Pupil service in community betterment projects

f. Assistance to community agencies

(1) Membership on planning committees

(2) Reporting about school activities related to agency program

g. School newspaper

(1) Editorial leadership

(2) Outlet for classroom developed articles, prose, poetry, cartoons and announcements.

F. Regarding Community Organizations

1. Orientation

a. Publicity - "Mid-Town Crier"

b. Luncheon - community leaders and organization representatives

c. Panel presentation - by project team to community organization leaders

2. Participation

a. Resource personnel - as consultants

(1) To school faculty

(2) To particular faculty committees

(3) To pupil and parent committees

(4) To class groups as part of their enrichment program

(5) At school assemblies and in career conferences

b. Advisory - to project team

c. Involvement of parents, pupils and teachers in appropriate agency enrichment activities.

G. Emphases in School Program

1. Language Arts

a. Development of teaching skills by all teachers for pupil growth in listening, reading, writing and written and oral expression.

b. Alertness to particular pupil needs and awareness of where to turn for assistance

c. Use of many classroom opportunities for pupils to express themselves

d. Consider each lesson, regardless of subject, as a language arts lesson

e. Enunciation and pronunciation by all teachers should serve as constant examples of desirable speech patterns.

f. All auditorium participation by pupils should exemplify the best in speech skills.

2. Social Studies and Science

a. Lesson units should be planned to include wherever appropriate:-

(1) Use of library (classroom, school, public)

(2) Use of consultants (parental, community)

(3) Use of pupil experiences and readings

(4) Use of audio-visual aids

(5) Use of radio and television

(6) Use of magazines and periodicals

(7) Use of charts, maps and diagrams

b. Attempt should be made, as a result of using the regular curriculum guides, to give pupils experiences in social-action aimed at improving conditions in the school and community (i.e. "Youthbuilder techniques)

c. Classroom discussion should be carefully planned. Use should be made of group dynamics techniques, role-playing and guidance outlines.

d. The classroom should reflect the work and activities of the pupils. Bulletin boards, blackboards and class exhibits should reveal the areas of pupil study and interest.

3. Mathematics

a. Mastery of basic arithmetical skills should be sought for all pupils

b. Experiences in problem solving should be provided for every pupil according to his learning capacity and level of achievement

c. Grouping within classes should never be static. Pupils should be able to move into and out of particular learning groups as they acquire greater mathematical proficiency.

d. The use of models, devices and other dimensional materials should be used to provide sensory understanding of mathematical concepts.

4. Art

a. Expose pupils to a variety of means for art expression

b. Expose pupils to the best expressions of art in our culture

c. Seek to discover art abilities in particular pupils and make certain that they are motivated and assisted at school, at home and by community agencies in developing their skills.

d. Arrange for frequent exhibition of pupil work, in the school and the community

e. Arrange for our more talented pupils to work with younger children in neighboring schools

5. Music

a. Develop school musical groups whose focus should be upon excellence of performance

(1) School orchestra

(2) School chorus

(3) School a capella choir

b. Use pre-school day and evening school time for assisting individuals and groups to gain proficiency with musical instruments and voice control

c. Expose pupils to experiences which will widen their music appreciation

d. Arrange for opportunities for Wanamaker musical groups and individual pupils to perform in assembly, at parents meetings, and at community affairs

e. Arrange for outside music groups and individuals to come to school to perform for assemblies and special interest classes and clubs

f. Arrange for school musical groups and individual pupils to attend concerts, symphonies, recitals, operas and other culturally stimulating musical events

6. Shops and Home Economics

   a. Present work in such a way that pupils can participate in planning

   b. Encourage initiative and creativity within the framework of the regular curriculum

   c. Wherever feasible invite the participation of parents and pupils with special skills and experiences to enrich the work of the class

   d. Arrange to exhibit the pupils' work in the school and in the community

7. Physical and Health Education

   a. Stress physical fitness as a pre-requisite to mental alertness

   b. Urge pupil use of school and public libraries when class research in health education is desired

   c. Use parent resources to augment physical and health lessons.

   d. Emphasize importance of cooperative team effort in the attainment of individual and group goals.

8. Foreign Language

   a. Plan lessons so as to introduce pupils to cultural aspects of the people of other lands who daily use the foreign language (i.e. fiestas, holiday celebrations.)

   c. When appropriate, use role-playing as a means for vicariously involving pupils in the life of another culture.

   d. Decorate the classroom, through posters and exhibits, in order that pupils may "feel the presence" of another culture.

   e. Arrange for parents and community personnel, who speak the foreign language, to occasionally visit the classroom to talk with the pupils regarding other lands and their cultural patterns.

   f. Develop a respect for people with cultural differences

9. Junior Business Training

   a. Arrange for the classes to visit commercial establishments and talk with office representatives.

   b. Arrange to bring parents and consultants into class for enrichment purposes

10. Common Learnings

   a. Arrange for pupils to exhibit their work to other classes

   b. Afford ample opportunity for discussion and individual leadership

   c. Attempt to discover particular talents of individual pupils. Use such information to develop positive self-images.

11. Guidance Program

   a. Coordinate, when possible, the classroom guidance program with the work and activities of the Wanamaker Student Council

   b. Invite participation of community personnel in guidance program

   c. Develop guidance program in cooperation with school nurse, school-community coordinator and counselors

12. Pupil Service and Achievement Recognition Program

   a. Publicize program to parents and community

   b. Involve parents and community leaders in award assemblies

13. Safety Education

   a. Enlist support of community in improving school and community safety

   b. Continue to seek changes in neighborhood physical conditions which adversely affect safety of children and adults

14. School Cafeteria

   a. Use dining period as a means for pupils to put into practice classroom guidance suggestions (i.e. manners, cleanliness, table arrangement).

b. Assist pupils to maintain or improve food selection based on their own knowledge from health classes.

c. Permit pupils to occasionally see the decorative table arrangements which dietician provides for faculty lunchroom

d. Use dietician as consultant to class groups when planning improvements in dining arrangements.

15. Custodial Service

a. Develop appreciation of the work of the custodial staff

b. Arrange for committees of pupils to talk with members of custodial staff

H. Coordination of Project

1. At Wanamaker Junior High School

a. Project team

(1) Chairman - teacher

(2) Composition-Summer workshop members plus four other members of faculty

(3) Responsibilities

(a) Orientation of faculty, student body, parents and community

(b) Coordination of all project committees

(c) Coordination of group committees having the same basic concerns (i.e. Student health committee, faculty health committee, community organization health committee, Home and School health committee, health service organizations.)

(d) Develop special bulletins, such as -

-"Tips on Trips" (a bi-monthly guide to parents in planning visits to local museums, places of interests; in planning radio listening and television viewing; and cultural opportunities to be found in and around Philadelphia)

-"Tips on Testing" (suggestions to teachers on the construction and use of classroom tests)

-"Tips for Teachers" (suggestions for teachers when preparing for and conducting interviews with parents; when helping parents to raise their aspirational sights for themselves and their children)

(e) Develop handbooks regarding the project for the guidance of - pupils, faculty members and parents

(f) Devise record keeping procedures for each aspect of the program (i.e.- pupil growth, faculty planning activities, community cooperation, parental participation)

(g) Maintain resource files for reference by faculty

(h) Plan the project in-service education program for the faculty

(i) Act as clearing house for teacher recommendations of pupils to receive special psychological testing service

(j) Maintain a public relations program with the pupils, parents and community

(k) Suggest specific means for evaluating the efficacy of the Eagle Program

b. Faculty

(1) Departmental planning - as related to the specific objectives of the Eagle Program

(2) Inter-departmental planning - particular emphasis on language arts and social skills

(3) Special group planning - teachers of particular class sections meeting on a scheduled basis for discussion of the needs, problems, and progress of individuals and class groups.

c. Pupils

(1) Student council - focus of pupil coordination

(2) School newspaper - outlet for pupil creative work in language arts

(3) Club program - outlet for pupil service and cultural enrichment

(4) Assembly program - outlet for pupil activities and cultural enrichment experiences

d. Parents

(1) Leadership - school - community coordinator

(2) Adviser - faculty sponsor - Home and School Association

e. Project administration - principal, vice principals

2. School-Community Coordination

a. Project team

(1) Health needs and problems - school nurse

(2) Social service agency contacts - school counselors

(3) Community organizations - school community coordinator

b. School administration

(1) School project and evening school program

(2) Participation of faculty and students from Temple University

3. Inter-school Coordination

a. Regular meetings of -

(1) Team members

(2) Principals

(3) School community coordinators

(4) Counselors

(5) Nurses

(6) Teacher project coordinators

(7) Language laboratory teachers

(8) Total faculties

b. Language arts program - language arts coordinator

c. New teacher orientation and service - teaching-aide coordinator

(Refer to job analysis sheets of nurses, school-community coordinators, teacher-aide and counselors for specific work and coordination responsibilities)

I. Evaluation

1. Of individual growth

a. Test scores (i.e. self-appraisal program)

b. Anecdotal records

c. Teacher observation

d. Behavior and performance records

e. Changes in individual's aspirations

2. Of group growth

a. Test scores

b. Logs of activities and cultural experiences

c. Teacher observation

d. Group morale

e. Intra-group cooperation

3. Of total project - relationship of achievement to stated objectives

J. Some Additional Considerations

1. Physical needs

a. Duplicating equipment

b. Typewriter

2. Service needs

a. Secretarial -

(1) For teacher - aide

(2) For school - community coordinators

(3) Faculty duplicating work related to the project

b. Employment - opportunities for older youth as a means of retaining them in school

c. Funds - to provide assistance to deserving youth unable to obtain money for cultural enrichment trips.

3. Program needs

a. "Big Brothers" interest of men in boys of community

b. Program of recognition for parents in the community, (i.e. Eagle award for community service)